

Unit Planning Guide: Grade 4 Unit 2 of 10

Unit Title: Character Analysis (more fun title to come)	Pacing (Duration of Unit): 3 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

W4.9 Draw evidence from literary or informational text to support analysis, reflection and research.

- Apply grade 4 Reading Standards to literature (e.g., RL 4.3)
- Apply grade 4 Reading Standards to informational text (e.g., RI 4.2)

RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WIDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4.2 Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling when writing.</p> <p>L4.2 a Use correct capitalization</p> <p>L4.MA.1h Write legibly by hand, using either printing or cursive handwriting.</p> <p>SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	
---	--

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Effective written responses to text include evidence from the text, inferences, as well as knowledge gained from images, charts, etc. imaginary experiences through the use of details and clear sequencing.
- When readers read literature deeply, they understand and empathize with characters through their thoughts, actions, and words.
- Through engagement in respectful discourse with our peers, we communicate our understanding as well as refine our thinking based on others' ideas.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How does literature help us understand ourselves and others?
- How does an author invite you in to a work of literature? How do you get to know the characters, the setting and the situation?
- Why is it important to have evidence to support a claim?
- How does engaging in thoughtful discourse help you as a reader and writer?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- **Literal** versus **inferred evidence**
- How to identify **evidence** to support their analysis of a character.
- The story **elements of literature: characters, setting and events.**
- That a **summary** is a brief statement of the **main ideas** and significant details.
- The standard **conventions** of English **grammar**
- Rules for thoughtful **discourse** in the classroom and online.

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Describing characters from literature using literal and inferred evidence from the text. (*understanding*)
- Engaging in thoughtful discourse with peers in a teacher led environment. (*evaluating*)
- Writing responses to text that use evidence from the story to support their character analysis. (*creating*)